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ABSTRACT

This issue focuses on the multiple types of intelligences that students and teachers possess, and provides tips for using this information in the business education classroom. The following articles are included: "How Do Students Learn Best and How Can Teachers Best Help Them?"; "Multiple Intelligences in Action in the Business Classroom"; "Book-Smart, Street-Smart or Both? A Personal Checklist"; "Assessment Strategies"; and "Hints from the Experts." The newsletter also contains a list of nine resources. (KC)

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# Multiple Intelligences: A Wealth of Human Potential

## How Do Students Learn Best and How Can Teachers Best Help Them?

A generation ago, many teachers would have answered that students learn best by reading, listening, and memorizing. Teachers could best help students by providing and explaining the necessary information in a traditional lecture format, followed by studying and testing.

Today, however, the answers to these questions are less clear cut. Research is showing that each student brings a unique learning capacity to the classroom. It is the teacher's job to unlock and develop the potential to learn in each individual, as well as to provide the necessary content.

"My main goals in education are to make learning meaningful for the students and to equip them with the ability and attitude to learn when they go into another learning environment," says **Pat Gillman**, tech prep director for the Heart of Missouri Technical Education Consortium.

To reach her goals, Gillman seeks help and inspiration from the theory of multiple intelligences. Like thousands of other teachers both inside and outside business education, Gillman has altered her teaching strategies in order to reach students who think and learn in a variety of ways.

In his 1983 book, *Frames of Mind: The Theory of Multiple*

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## Multiple Intelligences in Action in the Business Classroom

Teaching for multiple intelligences is limited only by your imagination. As the theory gained followers in the 1980s and 1990s, thousands of teachers designed units, classes, and entire schools using multiple intelligences as a guide. Howard Gardner encourages as many ideas and methods as people can generate, saying there is no one set way to apply his ideas.

In the preface of Thomas Armstrong's book *Multiple Intelligences in the Classroom*, Gardner writes, "The essence of the theory is to respect the many differences among people, the multiple variations in the ways that they learn, the several modes by which they can be assessed, and the almost infinite number of ways in which they can leave a mark in the world."

Armstrong and other experts in multiple intelligences theory recommend that teachers develop different approaches that appeal to the various intelligences. Thus, when a teacher is considering a particular unit, the teacher can also plan various ways that the students can learn the material within the unit by appealing to some or all of the intelligences.

Even when the student is not strong in a particular intelligence, he or she still learns from an activity that appeals to that intelligence, says **Pat Gillman**. The secret is to challenge the brain, and that is when learning occurs, she adds.

"We purposefully have to plan more activities to engage more intelligences in the learning environment," says **Janet Scaglione**.

Following are multiple intelligences practices suggested by business teachers.

### Generating Discussion in the Classroom

"It's very typical that when a teacher asks a question, the same two or three people answer," says Scaglione. The answering students are probably high in interpersonal intelligence and comfortable in speaking up. However, the same classroom probably contains students who have a high intrapersonal intelligence.

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*Intelligences*, Harvard psychologist Howard Gardner says that human beings have the potential to both learn and contribute to society in many ways. Gardner has identified eight different ways in which a person could be considered smart, and labeled these capacities as intelligences. Gardner described these categories in the September 1997 issue of *Educational Leadership*, published by the Association for Supervision and Curriculum Development:

- *Linguistic* — the capacity to use language to express yourself and understand others. People with highly developed linguistic intelligences include writers, speakers, and lawyers.
- *Logical-Mathematical* — the ability to detect underlying principles of cause and effect and/or an ability to manipulate numbers. Examples include scientists and mathematicians.
- *Spatial* — being able to represent the spatial world in one's mind. For example, sailors or airplane pilots use spatial intelligence when they navigate in the large world, and sculptors or chess players display the same intelligence working in smaller spaces.
- *Musical* — the capacity to be able to think in music — to hear, recognize, and perhaps manipulate patterns. Instrument players and composers have strong musical intelligence.
- *Bodily-Kinesthetic* — the ability to use the whole body or parts of the body to solve problems, make something, or put on a production. Examples are athletes, dancers, and actors.
- *Interpersonal* — the ability to understand other people. This is especially important for teachers, doctors, or politicians.
- *Intrapersonal* — the capacity to understand oneself and know one's strengths and weaknesses.
- *Naturalist* — the ability to discriminate among living things, as well as sensitivity to other features of the natural world. This intelligence was of primary importance during humankind's early history as hunters, gatherers, and farmers.

Gardner says that other discreet intelligences may exist. He recently added the naturalist category, which is absent from the majority of books and articles discussing multiple intelligences because it is new. Because of that, we will focus on the first seven intelligences.

## Talent or Intelligence?

Gardner also recognized that some people would label the various categories, for example musical or spatial, as aptitudes or talents rather than intelligences. However, the researcher wanted to challenge the traditional definition of intelligence, which has been limited to linguistic and logical-mathematical capacities in many major cultures. He argues that the concept of intelligence should be extended to all human abilities.

To establish a theoretical basis, Gardner has set up eight tests for each intelligence. The tests include the existence of prodigies and savants; the potential isolation of an intelligence due to brain damage (for example an injury impairs someone's linguistic abilities but leaves their personality intact); and a distinctive developmental history, where each intelligence seems to follow a roughly predictable timeline, including a peak, in individuals. (See the list of resources on page 6.)

Gardner believes that all people possess all categories of intelligences but the intelligences develop differently. Thus individuals may be strong or weak in all of the intelligences, or they may be strong in one or two. However, given the right opportunities, most people have the potential to become proficient in all of the intelligences.

"It is very important to remember that we are teaching students who are different from one another," says **Jerry Lydeen**, supervisor of business and office technology for the State Board for Vocational and Technical Education in North Dakota.

## Classroom Applications

The multiple intelligences theory also helps explain why people learn differently. While some people learn better by reading (linguistic), others may learn by doing (bodily-kinesthetic), visualizing or looking at illustrations (spatial), or taking part in group activities (interpersonal). To accommodate these differences, a teacher arguably should devise different activities that would stimulate many or all of the intelligences in the learning process.

Multiple intelligences can help in any classroom in two general ways. First, theory proponents say students can use their natural ability in any one intelligence to help them learn in any subject. For example, if a student has a high interpersonal intelligence, he or she will greatly benefit from a group learning project in an accounting class. On another day, students in that same accounting class could exploit their musical intelligences by creating a chant to commit a formula or definition to memory.

Second, teachers of any subject can help develop all of the intelligences in their students. This has the benefit of helping them become better learners. In other words, art does not belong only in an art class, or writing only in an English class. A marketing teacher who assigns students to study product or company logos is addressing their spatial intelligence, while a keyboarding teacher who tells students to compose as well as type a letter is encouraging both linguistic and bodily-kinesthetic abilities.

Traditionally, teachers have emphasized only two of the intelli-

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# Book-Smart, Street-Smart or Both? A Personal Checklist

To better understand the concept of multiple intelligences, teachers can gauge both their own and their students' inclinations in the seven areas. While there is no definitive assessment instrument that measures multiple intelligences as traditional IQ tests do, teachers can certainly use an informal evaluation to help them decide how they can best help students.

The following checklist is from the book *Multiple Intelligences in the Classroom* by Thomas Armstrong. This checklist was written to help with the evaluation of students of all ages, beginning with preschool. However, its usefulness is also apparent for high school and older students, as well as for their teachers!

[*From Multiple Intelligences in the Classroom*. By Thomas Armstrong. 1994. Alexandria, VA: Association for Supervision and Curriculum Development. (pp. 29-31). Copyright (1994) ASCD. Used by permission. All rights reserved.]

## Checklist for Assessing Students' Multiple Intelligences

Name of Student: _____ [Check all that Apply]

### 1. Linguistic Intelligence

- ❒ writes better than average for age
- ❒ spins tall tales or tells jokes and stories
- ❒ has a good memory for names, places, dates, or trivia
- ❒ enjoys word games
- ❒ enjoys reading books
- ❒ spells words accurately (or if preschool, does developmental spelling that is advanced for age)
- ❒ appreciates nonsense rhymes, puns, tongue twisters, etc.
- ❒ enjoys listening to the spoken word (stories, commentary on the radio, talking books, etc.)
- ❒ has a good vocabulary for age
- ❒ communicates to others in a highly verbal way

Other Linguistic Strengths:

_____

### 2. Logical-Mathematical Intelligence

- ❒ asks a lot of questions about how things work
- ❒ computes arithmetic problems in his/her head quickly (or if preschool, math concepts are advanced for age)
- ❒ enjoys math class (or if preschool, enjoys counting and doing other things with numbers)
- ❒ finds math computer games interesting (or if no exposure to computers, enjoys numbers)
- ❒ enjoys playing chess, checkers, or other strategy games (or if preschool, board games requiring counting squares)
- ❒ enjoys working on logic puzzles or brainteasers (or if preschool, enjoys hearing logical nonsense such as in Alice's Adventures in Wonderland)
- ❒ enjoys putting things in categories or hierarchies
- ❒ likes to experiment in a way that shows higher order cognitive thinking processes
- ❒ thinks on a more abstract or conceptual level than peers
- ❒ has a good sense of cause-effect for age

Other Logical-Mathematical Strengths:

_____

### 3. Spatial Intelligences

- ❒ reports clear visual images
- ❒ reads maps, charts and diagrams more easily than text (or if preschool, enjoys looking at more than text)
- ❒ daydreams more than peers
- ❒ enjoys art activities
- ❒ draws figures that are advanced for age
- ❒ likes to view movies, slides or other visual presentations
- ❒ enjoys doing puzzles, mazes, "Where's Waldo?" or similar visual activities
- ❒ builds interesting three-dimensional constructions for age (e.g., LEGO buildings)
- ❒ gets more out of pictures than words while reading
- ❒ doodles on workbooks, worksheets or other materials

Other Spacial Strengths:

_____

### 4. Body-Kinesthetic Intelligence

- ❒ excels in one or more sports (or if preschool, shows physical prowess advanced for age)
- ❒ moves, twitches, taps or fidgets while seated for a long time in one spot
- ❒ cleverly mimics other people's gestures or mannerisms
- ❒ loves to take things apart and put them back together again
- ❒ puts his/her hands all over something he's/she's just seen
- ❒ enjoys running, jumping, wrestling, or similar activities (or if older, will show these interests in a more "restrained" way — e.g., running to class, jumping over a chair)
- ❒ shows skill in a craft (e.g., woodworking, sewing, mechanics) or good fine-motor coordination in other ways
- ❒ has a dramatic way of expressing herself/himself
- ❒ reports different physical sensations while thinking or working
- ❒ enjoys working with clay or other tactile experiences

Other Body-Kinesthetic Strengths:

_____

*Checklist...* continues on page 6



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# Leadership for Change — A FIESTA of Opportunities!

San Antonio is a destination guaranteed to be full of excitement, history, and unusual scenery and events! NBEA's timing couldn't be better — the convention dates coincide with the height of the Fiesta season, which should provide attendees with a taste of the best San Antonio has to offer. Balancing a popular, fun-loving convention city with a challenging, informative program, NBEA 1998 promises to offer many opportunities to learn, network, sightsee, and celebrate.

Scheduled for April 8-11, NBEA's 1998 Annual Convention will be held at the Marriott Rivercenter and Riverwalk Hotels. These scenic properties will entice attendees to stroll along the River Walk, where they will experience the unique San Antonio culture, sample wonderful Mexican cuisine, shop in tempting boutiques and booths, and exchange ideas with colleagues from all over the country. San Antonio, home of the Alamo, numerous colorful fiestas, and flamboyant costumes and dances, has a flare unlike any other American city with its blend of Old South and Wild West. Spring in San Antonio will energize and captivate NBEA members!

### Program Topics

The 1998 convention will include a wide range of programming to appeal to a diverse audience. Some of the topics to be discussed in the concurrent sessions include etiquette for tomorrow's leaders, generation x'ers and how they are impacting the business world, keyboarding and computer applications, networking and building collaborative relationships for student job placement, ethics, dynamic presentations, multiple intelligences, effective use of multimedia in the classroom, Internet, and many more. Computer workshops will feature the latest software applications, as well as Internet training.

### Convention Accommodations and Registration

The convention site, the Marriott Rivercenter and Riverwalk Hotels, offers the best in luxury accommodations, amenities, and services to guests. The hotels are conveniently located less then nine miles from the San Antonio International Airport, and shuttle transportation is easily accessible. When you arrive at the hotel, the atmosphere will pull you to explore the restaurants, pool, health club, and many other services that are offered at these beautiful properties. It does not take long to get into the fiesta mood when there is so much energy and excitement.

Room rates at the San Antonio Marriott Rivercenter and Riverwalk Hotels are $103 single and $118 double occupancies, and the NBEA convention preregistration fees have been set at $95 for professional members, $55 for student members, $65 for retired members, $185 for non-members, and $30 for adult/family guest(s) of members. On-site registration will be an additional $30.

The 1998 NBEA Convention promises to deliver an educational program focusing on *Leadership for Change* that stimulates the business educator to continue embracing the inevitable changes that are impacting business education.

Registration information can be found on NBEA's Home page at http://www.nbea.org/nbea.html or in the December issue of *Business Education Forum*.

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These students need time to think and reflect before responding and so rarely speak up immediately. These two types of students may even resent each other a bit.

To encourage active participation by as many people in the classroom as possible, Scaglione suggests the following process, which may take no more than five minutes.

- Pose the question.
- Tell everyone to write down their answer and allow some time for reflection. This is engaging the linguistic and intrapersonal intelligences.
- Have the students turn to a partner and briefly explain their answers. This activates the interpersonal intelligences.
- Next have each person rank the answers they have heard in order of importance (logical-mathematical intelligence).
- Now have them convince their partner that their priorities are valid (interpersonal).

"These are strategies that are so easy to use, but we forget about them," says Scaglione.

### Give Open-Ended Assignments

When you assign a research project, let the students have a choice about the form of the end-product that they will turn in, suggests **Jerry Lydeen**.

For example, in a project on international trade, one student might write a traditional research paper, demonstrating linguistic intelligence. Another might choose to do an import/export analysis, making heavy use of logic, graphs, and financial calculations (combining spatial and logical-mathematical). A third might choose to construct a Powerpoint presentation and make an oral presentation (using interpersonal and linguistic intelligences.) A fourth might construct a multimedia presentation, including graphics and music (spatial and musical intelligences). Finally, two more may choose to write and produce a skit demonstrating interna-

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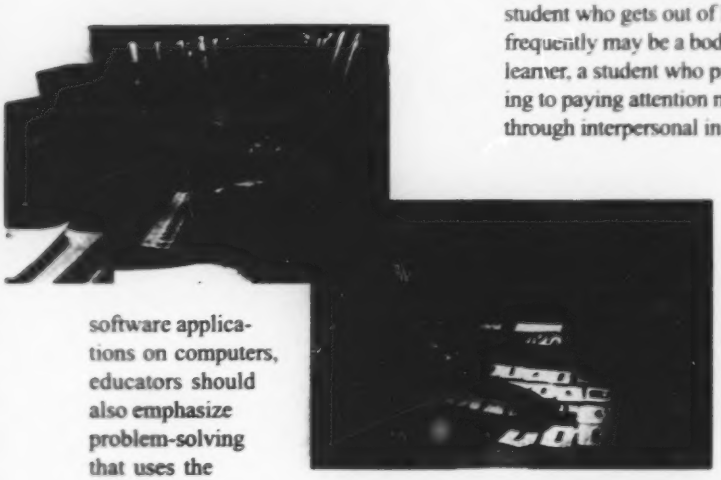
tional business etiquette customs (linguistic and bodily-kinesthetic). After the whole project is done, ask students to write their own reflections about the learning process (linguistic and intrapersonal). "There are different ways of doing things that take into account the skills and abilities of all the students," says Lydeen.

### The Computer as a Multiple Intelligences Tool

While it is in business education courses that students learn various



software applications on computers, educators should also emphasize problem-solving that uses the computer, says Scaglione.

Computers become a tool for reinforcing many of the intelligences. Among other capabilities, computers enable students to: create and format documents (linguistic and spatial intelligences); perform spreadsheet and database analyses (logical-mathematical); and create multimedia presentation (musical, spatial, linguistic). "The technology allows us the opportunity to modify the learning of all of the intelligences," says Scaglione.

### Making Allowances for Bodily-Kinesthetic Learners

Some people need to be more physically active than others, and this may be an outward sign of bodily-kinesthetic learners. These students need the opportunity to move without disrupting the rest of the class, says Pat Gillman. Teachers should be more sympathetic and tolerant of a student's need to tap a pencil, count on fingers, or occasionally get up and move around, she says.

One solution is to allow students some movement, such as getting up to consult a reference book on the other side of the room. Talk to the student so that you both understand and accommodate the need for personal movement and the need for a classroom atmosphere that is not disruptive to others.

Armstrong suggests in *Multiple Intelligences in the Classroom* that the ways in which students misbehave may be clues to their intelligences. A student who gets out of her seat frequently may be a bodily-kinesthetic learner, a student who prefers socializing to paying attention may learn best through interpersonal intelligence, while a daydreamer may have intrapersonal strengths. Teachers can use these misbehaviors as clues in finding the best way to help these students learn.

### Musical Keyboarding and Other Notes

Perhaps one of the hardest intelligences to incorporate into the business classroom is that of music. But creative teachers have found applications.

**Jeri Battaglia**, who teaches keyboarding at Mundelein High School in Illinois, finds that music can establish rhythm for and help with skill-building. She uses the following exercise with her classes.

"After they have learned the keyboard, I find some music with a good beat. Often the students will recognize it. Then they keyboard material to the rhythm of the music," she says.

Battaglia will have perhaps five musical selections of two minutes apiece that have different beats. She will let students select what materials to type; students who are less sure of the keyboard may choose simple exercises to keyboard to a fast rhythm, while more advanced students may choose more complicated exercises.

"The advantage is that it does really show them that there can be a rhythm in their typing if they work at it and if the rhythm is fast it can add speed," she comments. Scaglione recommends that background music be played in the classroom when appropriate, perhaps during group work sessions. Music is often allowed at the workplace, she says.

Chanting and rhythm can also be used as a memory aid. Remember the ABC song, or the rhyme that helps people remember the number of days in a month? Pat Gillman recalls one story from her husband, a high school teacher of advanced math. The only students in his classes who remembered the quadratic equation from previous algebra classes had learned it, with their teachers' encouragement, to the tune of "Row, Row, Row Your Boat."

### Learning Through Small Groups

One of the favorite student exercises in Battaglia's keyboarding class is a group competition, which engages the interpersonal and bodily-kinesthetic intelligences. Battaglia divides her students into groups of four and the teams compete in a 12-line exercise. Each person types one line, gets up and gives the next team member a turn. "It gets them up and moving and they cheer each other on," says Battaglia.

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*Checklist...* **continued from page 3**

## 5. Musical Intelligences

- ❒ tells you when music sounds off-key or disturbing in some other way
- ❒ remembers melodies of songs
- ❒ has a good singing voice
- ❒ plays a musical instrument or sings in a choir or other group (or if preschool, enjoys playing percussion instruments and/or singing in a group)
- ❒ has a rhythmic way of speaking and/or moving
- ❒ unconsciously hums to himself/herself
- ❒ taps rhythmically on the table or desk as he/she works
- ❒ sensitive to environmental noises (e.g., rain on the roof)
- ❒ responds favorably when a piece of music is put on
- ❒ sings songs that he/she has learned outside of the classroom

Other Musical Strengths:

## 6. Interpersonal Intelligences

- ❒ enjoys socializing with peers
- ❒ seems to be a natural leader
- ❒ gives advice to friends who have problems
- ❒ seems to be street-smart
- ❒ belongs to clubs, committees, or other organizations (or if preschool, seems to be part of a regular social group)
- ❒ enjoys informally teaching other kids
- ❒ likes to play games with other kids
- ❒ has two or more close friends
- ❒ has a good sense of empathy or concern for others
- ❒ others seek out his/her company

Other Interpersonal Strengths:

## 7. Intrapersonal Intelligences

- ❒ displays a sense of independence or a strong will
- ❒ has a realistic sense of his/her strengths and weaknesses
- ❒ does well when left alone to play or study
- ❒ marches to the beat of a different drummer in his/her style of living and learning
- ❒ has an interest or hobby that he/she doesn't talk much about
- ❒ has a good sense of self-direction
- ❒ prefers working alone to working with others
- ❒ accurately expresses how he/she is feeling
- ❒ is able to learn from his/her failures and successes in life
- ❒ has high self-esteem.

Other Intrapersonal Strengths:

*How Do Students...* **continued from page 2**

gences: linguistic and mathematical-analytical. **Janet Scaglione**, associate professor of and program coordinator for business education at the University of South Florida, calls this "a major sin on behalf of education. We are not looking at the value that all the other intelligences contribute to life," she says.

Scaglione and the many proponents of multiple intelligences theory contend that if more attention were paid to the other intelligences in every classroom, more students would be successful, and all students would better develop their full human potential.

### Multiple Intelligences and the Business Classroom

When **Judy Juske**, a business teacher at Mundelein High School in Illinois, first started learning about multiple intelligences, she realized some of her teaching practices already fit into the theory. She had already observed that some students learned better by doing, and others by seeing.

Indeed, the business education classroom is a natural place for multiple intelligences theory to be put to work, because many of the classes lend themselves to group projects, problem solving, and computer work.

Teaching for multiple intelligences also can help business teachers keep perspective in a time of change in their own profession. "In business education, everything changes so rapidly that we have realized that the learning is the important thing, not just the basic skills we are teaching. We have to learn about learning," believes Gillman.

## Resources



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# Assessment Strategies

When **Pat Gillman** corrected a test for her accounting class, one student surprised her. Gillman had asked the class to do the calculations for a payroll, and the student in question performed like a champion.

In class, this student could never remember the percentages for FICA or unemployment calculations and had trouble keeping federal and income tax deductions straight. Yet in the test she calculated them correctly.

Gillman attributed the student's success to her ways of learning and intelligence strengths. When the student read and heard descriptions about how to compute payroll, it apparently did not stick with her. Yet when she actually worked out a problem, she demonstrated her mastery of the material. "She had a logical-mathematical way of learning instead of verbal-linguistic," says Gillman.

If Gillman had administered a more traditional test — one that contained fill-in-the-blank statements or offered multiple-choice questions, the student might have flunked. Instead she demonstrated her understanding of a skill that could transfer to the workplace.

Gillman and other educators are finding that traditional tests are not the only or the best way to assess students, especially if teachers are incorporating multiple intelligence practices into their classrooms.

If educators accept the notion that individual students learn differently and are intelligent in different ways, then teachers must also think of ways to assess the different types of learners that would not give one group of students (i.e., primarily linguistic learners) an advantage over the others. The key to doing this is to determine whether the students have grasped key concepts and can apply the knowledge learned in the classroom to other situations.

Gillman did this when she gave students the payroll problem. Another alternative to the multiple choice quiz is the essay, where students have to write about a situation in their own words, demonstrating that they understand classroom concepts, says **Janet Scaglione**:

Giving and grading open-ended assignments also clears the way for students to demonstrate their understanding of a subject in individual ways that are interesting to and comfortable to them. If a marketing assignment lets student create an advertising campaign that engages many of the intelligences, the musically inclined may come up with jingles, the artistic students may design product logos, and the verbal students come up with slogans.

## Involving Students in Assessment

An important part of assessment is the assessment process itself, says Scaglione. Traditionally, students hand in an assignment that is graded by the teacher and handed back. The student looks at the grade and then throws out the paper.

Instead, students should become part of the assessment process to understand what is involved in producing good work, she says. To show this, a teacher can produce a checklist of a process the students need to follow. In one such process, students create a rough draft of a document; edit it themselves; present it to another student for editing; incorporate the changes; use a spell-checker and a grammar-checker; evaluate the document based on a model that the teacher handed out; and then hand it in.

"This is using the assessment process that they will use repeatedly in the workplace," says Scaglione. It also is involving many of the intelligences, including spatial for the document's formatting, linguistic for its wording, interpersonal by involving other students in the editing, and intrapersonal for doing their own critiquing.

This type of process forces the student to evaluate his or her own document and not let the teacher do the sole evaluation, says Scaglione. This encourages them to think independently and take initiative — skills that are valued in the workplace.

## Using Rubrics

**Judy Juske** remembers getting college papers back from her professors with a single grade on the top. "There was no breakdown explaining why I got the grade. I had been doing the same thing to my students. If they cared to ask why they got a certain grade, I could tell them but I left so many of them in the dark," the high school teacher remembers.

Juske turned to rubrics, which are specific descriptions of the requirements that will bring students a certain grade on a project. After devising a rubric for a project, Juske will hand it to her students at the time of initial assignment. "They know precisely what is expected and I try to organize it for them," she says. "I give them checkpoints. They know what is acceptable and what isn't."

When Juske grades the projects, she refers to the rubric and explains why the grade is what it is. "I've noticed that the kids accept the evaluation a little bit better," she says.

## More Time, Better Understanding

It is obvious that these methods for assessing can be much more demanding than some of the more traditional methods. "It is a much bigger challenge for a teacher to think about how to evaluate if the multiple-choice quiz is thrown away," comments Scaglione.

It can also be a bigger challenge to the student. The evaluation process can take on new meaning and become a learning tool itself.

"When I have allowed assessment changes in business education, I have always asked if the assessment will help the student get a job and if it is realistic to the work world. To me, if you use multiple intelligences, you have to change assessment," says Gillman.

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# MULTIPLE INTELLIGENCES

## Hints from the Experts

Incorporating multiple intelligences practices into your classroom can be an exciting experience for both you and your students. It adds variety and interest. It also involves more planning time and risk-taking. While some of your exercises will be successful, others could fail. However, you will learn from the failures.

Following are tips for classroom applications for multiple intelligences gathered from the experts interviewed for this issue of *Keying In*.

Be aware of your own strengths and weaknesses in the various intelligences. If you are strongest in the linguistic and interpersonal areas, for instance, you may unconsciously be teaching in a style that is most compatible with those strengths.

Tell the students what you are doing. High school, college, and adult learners will be more open to a change in routine if you explain that people learn differently, and that you want to provide some different opportunities for learning.

Gauge your students' learning styles through observation or ask them to evaluate themselves. While there are no definitive tools for assessing multiple intelligences, you can ask students questions similar to those on page 3 to get them thinking about the ways that they learn best.

Incorporate different exercises for multiple intelligences slowly. It would be better to have success with one or two units than to revamp your entire semester plan and be overwhelmed.

If you are just starting, plan to incorporate each of the intelligences slowly. First, learn about one and then teach one week with an emphasis on that one. Since most teachers are already tuned into the linguistic and the logical-mathematical intelligences, either one is a logical starting point.

Once you are comfortable with a particular intelligence, try learning about and planning activities for another one. Keep up this pattern until you have covered all of the intelligences.

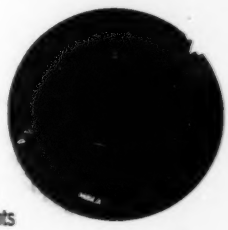
Give assignments that will have a bigger audience than just you. For example, when teaching students about newsletter production, assign classes a newsletter that will be distributed, such as one for the PTA or student council.

Talk with your colleagues about ways to refine your ideas.

Be your own cheerleader. Getting students to accept new activities is not always easy, particularly if they are used to the lecture format where they remain passive.

If you see students laughing in an appropriate manner over the exercises and starting to enjoy themselves, then learning is going on!

## November is National Education for Business Month. . . Do Your Part by Starting an Elect Business! Campaign



Here's the campaign and kit to help you open the world of business to all middle and secondary school students. Whatever path they're pursuing — college prep, career training, tech prep, or school-to-work, every student can learn how to succeed in life by electing business courses.

The "Elect Business" Kit gives you a complete set of materials to conduct your own campaign. The kit includes:

- Two sample letters to help you get results. One letter to parents presents the case for business courses and how "electing business" can improve their teen's chances for success. The second letter invites parents to an "Elect Business" campaign rally, an open house for parents to talk with successful students and learn why business courses are worth their teen's "vote."
- "Elect Business" brochures (25 per kit) that present the course-by-course benefits of business.
- A full-color button shows your support (shown above).
- Fifty stickers with the same design add punch to your school stationery.
- Easy-to-deliver talking points with transparency masters help you bring the "Elect Business" message to parents, business, and community organizations.
- A series of strong, "real world" posters.

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